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ABSTRACT

This guide is intended to provide practical, hands-on materials for local school district personnel to use in improving the home-school-community relations of schools using the Wisconsin Design for Reading Skill Development (WDRSD). The guide describes "simformation," a simulation-information exercise designed to increase parental understanding of the WDRSD. The first section of the guide provides an overview of simformation, while the second section explains how educators can prepare and present simformation materials and activities. The third section explains how to conduct a preassessment interview with parents that will reveal their needs in relation to the WDRSD, and the fourth section discusses the five activities involved in the simformation: (1) a reading class simulation, (2) the pupil profile card, (3) a WDRSD reading lesson, (4) a postassessment exercise, and (5) a summarizing exercise. The fifth section details the evaluation procedure used to assess parents' knowledge of the program design and their understanding of their role in it. Copies of materials used in the activity are appended. (FL)

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Simformation 1

Introducing parents to the Wisconsin Reading Design

THE WISCONSIN RESEARCH & DEVELOPMENT CENTER

CS006249

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HOME·SCHOOL·COMMUNITY RELATIONS

PREFACE

The Home-School-Community Relations Project of the Wisconsin Research and Development Center has two major objectives. The first objective is to develop and test a model of home-school-community relations which will support IGE by improving relations within the school community. To date, project staff members have conducted intensive case studies of home-school-community relations in eight representative IGE school communities across the nation. The purpose of these investigations has been to develop a model of home-school-community practices. Concurrently, the staff is reviewing the literature on home-school-community relations. Both the Exemplary Cases and the State of the Art will be published by the Center as theoretical papers.

The project staff had originally intended to complete the research before pursuing its second objective: to provide practical, hands-on materials for local school district personnel to improve the home-school-community relations of IGE schools. However, requests from local district personnel for practical suggestions prompted the Center to adjust the relative time lines on the two objectives in order to get some practical materials into the field at a much earlier date. Consequently, a series of Project Papers is being developed to help local school district personnel in the home-school-community relations component of IGE. The subjects for the project papers will originate from the case studies and a national survey of exemplary practices in IGE schools and will include such topics as parent conferences, reporting pupil progress, home visits, and parent volunteer programs. Some will be developed and written by our R & D staff; others will be the work of practitioners in the field such as yourself.

This first Project Paper is an activity to introduce parents to the Wisconsin Design for Reading Skill Development. It is a Simformation--an activity which gets participants involved while they learn. Will you please try it, criticize it, improve it, and let us know what you think of it. You're invited to share your exemplary home-school-community practices with the Home-School-Community Relations Project and with other educators--perhaps through a project paper such as this.

Marvin J. Fruth
Principal Investigator and
Professor of Educational
Administration

B. Dean Bowles
Principal Investigator and
Professor of Educational
Administration

SIMFORMATION 1

INTRODUCING PARENTS TO THE WISCONSIN READING DESIGN

by

William H. Klenke, Richard Moser, and Marvin Fruth

Report from the Project on Home-School-Community Relations

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WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

MISSION

The mission of the Wisconsin Research and Development Center for Cognitive Learning is to help learners develop as rapidly and effectively as possible their potential as human beings and as contributing members of society. The R&D Center is striving to fulfill this goal by

- conducting research to discover more about how children learn
- developing improved instructional strategies, processes and materials for school administrators, teachers, and children, and
- offering assistance to educators and citizens which will help transfer the outcomes of research and development into practice

PROGRAM

The activities of the Wisconsin R&D Center are organized around one unifying theme, Individually Guided Education.

FUNDING

The Wisconsin R&D Center is supported with funds from the National Institute of Education; the Bureau of Education for the Handicapped, U.S. Office of Education; and the University of Wisconsin.

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I

OVERVIEW

This guide is designed to assist local schools in their efforts toward inservice activities for parents during the first year implementation of the Wisconsin Design for Reading Skill Development (WDRSD or the Design). It outlines a series of simulation-information (Simformation) activities designed to increase parental understanding of the Design. It is recommended that these activities become part of an overall program of home-school-community relations rather than a series of activities conducted in isolation.

The simformation consists of three interrelated phases. Phase 1 is a preassessment activity designed to identify parent needs as they relate to the Design. These interviews are conducted by members of the school staff. Phase 2 is a 90-minute meeting with parents designed to develop an awareness of the Design. During this phase parents participate in reading activities using actual WDRSD materials. Phase 3 is a postassessment activity which is conducted through a series of follow-up interviews with parents.

This guide presents the sequence of activities, accompanying directions, and printed materials required for conducting the simformation, and appendices containing duplicable materials necessary for use in the simformation activities.

In addition to the printed materials in the appendices, one filmstrip/cassette is required, "Profile Cards: A New Card Game for Reading." This

filmstrip/cassette is Filmstrip L* of the WDRSD inservice materials.

The simformation activities, being primarily information giving, require that the staff have a thorough understanding of the Wisconsin Design for Reading Skill Development and possess the ability to communicate that knowledge and understanding to parents. Prior to conducting the simformation activities, staff members should review the information by viewing the audio-visual materials and reading the printed materials.

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*Filmstrip "L" is part of a cassette/filmstrip series available from:

Wisconsin Design
NCS Educational Systems Division
4401 West 76th Street
Minneapolis, Minnesota 55435

II

PREPARING THE SIMFORMATION

Proper planning and organization of the simformation materials will contribute greatly to a successful experience. The parents will be participating in many different activities, working with a variety of reading materials, and meeting in different size groups in different locations. In preparation for the simformation, the staff members should find the following suggestions helpful.

1. Staffing. The number of parents participating in the simformation will influence the number of staff members necessary for successful completion of the activities. If 25-50 parents are expected, a minimum of 4 staff members is required. For an expected 50-75 parents, a minimum of 6 staff members is required. It would be advisable to conduct a series of simformations if the expected number of parents exceeds 75.

2. Materials. All materials should be duplicated at least one week prior to the simformation to ensure that each parent will receive everything needed. Color coding the printed materials will help to differentiate between the variety of materials used. Each participant should have the following materials:

   a. Primer for Parents (Appendix A)

   b. Pupil Profile Card (Appendix B)

   c. One copy of each handout

3. Audiovisual Equipment. The amount and kind of audiovisual equipment will be dependent upon the number of participants and the type of instructional groupings established during the parent meeting. It is suggested that at

least one week prior to the simformation a list of AV equipment needs be compiled to permit sufficient time to secure the equipment. At least the following equipment will be required:

Amount	Type
1	cassette tape player
1	filmstrip projector
1	screen or suitable projection background
1	overhead projector

It is always a good idea to have extra projection bulbs and electrical extension cords on hand.

4. Room Facilities. One large room that can accommodate all the parents participating in the simformation will be needed. Additional small group areas, to accommodate approximately 10-15 parents, may be needed to hold the small group instructional sessions. The large room may be suitable for this if it is capable of accommodating several small groups. The rooms should be in a convenient and accessible location and be as conducive to learning as possible. Noisy, uncomfortable facilities will detract from the learning environment you will be attempting to establish. Be sure to check that all rooms have plugs available and can be darkened so that AV materials can be used.

III

PLANNING THE PRE-SIMFORMATION INTERVIEW

During the first year of WDRSD implementation it is assumed that the parents will have very little, if any, knowledge of the Design. It would therefore be inappropriate, even perhaps dysfunctional, to conduct an interview that would assess parents on their awareness, confidence, and understanding of the program. Therefore, with this type of parent population, a more informal, open-ended interview would be employed to (1) inform parents on a one-to-one basis of the goals of the Design; (2) communicate to them the nature of the simformation activity; and (3) persuade parents that the teaching of reading is a responsibility of both the home and the school and that their attendance at the simformation would be appreciated and probably beneficial to their children's reading program.

If the Design is in its second or third year of implementation and the expectation is that parents would have a degree of knowledge, confidence, and/or understanding of the nature of the program, then the suggested post-simformation assessment would serve for both the pre- and post-simformation analysis.

In either case, it is suggested that the school staff conduct the interviews on a one-to-one basis at the parents' home or in the school. Each staff member, given the availability of time, could conduct two or three interviews. Telephone interviews are an alternative; however, they may not be as successful as a face-to-face interview in assuring high attendance at the simformation.

For parents in their first year of WDRSD implementation the three kinds of information discussed above would be appropriate for the pre-simformation interview in conjunction with a set of open-ended questions that would give the planners appropriate information for the formulation of the simformation activities. The following suggested open-end questions may be of assistance:

What do you know about your child's reading program?

In your opinion, has _____School done an effective job in teaching reading skills to your child? (Refer to their child(ren) by name.)

What suggestions would you have for the improvement of the reading program at _____School?

In what ways have you been able to assist your child (use child's name) at home with his/her reading skill development?

Would you be available to spend up to an hour per week as a unit aide to assist children on a one-to-one basis with their reading skills? (A minimum requirement for the task might be just listening to a child read).

At the end of the interview give the parents information about the simformation, including time, place, and date. A brief overview of what a simformation is like and what they can anticipate would also be helpful. Giving the names of other parents who will be attending may also give an added incentive for participation. It is appropriate at this time to also inform the parents that you may return after the simformation to discuss the experience and their relationship with the Design.

IV

CONDUCTING THE SIMFORMATION

The simformation consists of five different activities. In this section each of the activities will be discussed. Please keep in mind that the procedures suggested in this paper can be modified to meet your own needs and circumstances. Each activity of the simformation will be discussed in terms of its objective, procedures, materials needed, and time required.

ACTIVITY 1. Reading Class Simulation

Objective: To create an awareness of the difficulties children face in decoding unfamiliar symbols in the process of learning to read.

Procedure:

1. Randomly divide the parents into groups of fifteen. They need not be in different rooms. It is better if they are in proximity to each other.
2. Distribute copies of the PRIMER FOR PARENTS.* Be sure each parent has a copy.
3. Conduct a reading class using the PRIMER FOR PARENTS as the basal textbook. Teachers, here is your chance to "ham" it up. Conduct

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*The PRIMER FOR PARENTS is available at a nominal cost from Houghton-Mifflin Company Regional Sales Offices:

Pennington-Hopewell Road, Hopewell, New Jersey 08525; 666 Miami Circle N.E., Atlanta, Georgia 30324; 1900 S. Batavia Avenue, Geneva, Illinois 60134; 6626 Oakbrook Blvd., Dallas, Texas 75235; 777 California Avenue, Palo Alto, California 94304.

the class much as you would conduct a typical reading class where the children have been divided into high, average, and low groups. Be sure that the teacher has a translation of the PRIMER FOR PARENTS during the simformation. Conduct this lesson for fifteen minutes. This should be an enjoyable experience for the parents. Don't embarrass any of them by putting them on the spot. At the conclusion of the lesson take five minutes to explain to parents that the difficulties they experienced in trying to attach meanings to unfamiliar symbols are the same kind of difficulties children face in learning to read. Have the parents reassemble in one large group.

Materials: One copy of the PRIMER FOR PARENTS for each parent in the simformation. They can be ordered from Houghton-Mifflin (see addresses of Regional Offices on previous page).

Time: A total of 20 minutes is required for this activity.

ACTIVITY 2. The Pupil Profile Card

Objective: To introduce the parent to the Design through a familiarity with the pupil profile card.

Procedure:

1. Present an overview of the assessment, management, instruction and monitoring components of the Design. Your WDRSD manuals will give adequate information for this presentation. Remember this presentation is for parents, not educators; avoid educational jargon and words and expressions that may be unfamiliar.

2. Present the filmstrip "Pupil Profile Cards" following the presentation. Be sure the projector and any other needed equipment has been set up before the beginning of the simformation.

Materials: Handouts and/or transparencies required. Filmstrip/cassette entitled, "Pupil Profile Cards." This is available from: Wisconsin Design, NCS Educational Systems Division, 4401 West 76th Street, Minneapolis, Minnesota 55435.

Time: 20 minutes.

It may be beneficial if a break is provided at this point. If there is a break all staff members should mingle with the parents. This is a perfect opportunity to informally answer questions about the Design.

ACTIVITY 3. A WDRSD Reading Lesson

Objective: To create an awareness of the grouping procedures used in the Design and of use of the Pupil Profile Card.

Procedure:

1. Distribute to each parent a name tag which designates a last name of a hypothetical student. The names on the tags will match prenotched pupil profile cards which will be used later in the simformation. (This will be explained in step 4 below.) Explain to the parents that they are assuming the role of a child for this activity.
2. Distribute one pretest to each parent. Appendix C contains one pretest but any pretest from level B or C could be used. Have the parents complete the pretest. After a few minutes give them the correct responses (see Appendix C) so that they can self-correct their pretests. Explain how the results would be used

to form groups. Explain what the results should tell the staff about the student's needs and how they will be used. It is important to describe specific practices used in the school's WDRSD program.

3. Explain that pretest information is recorded on a Pupil Profile Card. Show how the Pupil Profile Card is notched.
4. Explain how the Pupil Profile Cards are used in the grouping process. (Here is where the pre-notched cards are important.) You will be forming actual instructional groups using the pre-notched cards to determine the groups of different sizes in different skill areas. It is critical that you have prepared lessons for each of the different groups that will be formed from the Pupil Profile Cards. Each teacher should know in advance what group he or she will be teaching during the sim-formation.

Appendix D gives the notching patterns for thirty parents. All are for Level B skills. The groups will consist of:

Skill	Number of Students
8	5
9	10
10	15

Other skills and additional groups may be used as your situation determines.

After explaining the purpose of the Pupil Profile Cards, take the deck of pre-notched Pupil Profile Cards and skewer them to form the instructional groups. All the parents should be able to see how

the grouping process is accomplished. After the groups are formed the cards are distributed to the parents. Each parent will receive the Pupil Profile Card that matches the name on his or her name tag.

5. The parents are then directed to instructional areas according to their identified skill needs. The teachers assigned to each skill group will then conduct a 15-minute skill lesson with the parents assigned to that group. Be sure to include a variety of different materials that the children are likely to have used in school. Try to use filmstrips, tapes, manipulatives, and records as well as written work and include a variety of teaching strategies and sub-groupings.

Materials: Transparency of the Pupil Profile Card (Appendix B).

One notched Pupil Profile Card for each parent.
One name tag for each parent.
} The names on these materials should correspond.

Appropriate materials for each of the instructional groups.

Time: 30 minutes.

ACTIVITY 4. Post Assessment

Objective: To create an awareness of what happens after instruction and how the Pupil Profile Cards assist in the follow-up.

Procedure:

1. Parents remain in the small instructional groups for this activity.
2. Distribute the posttest appropriate to the skills taught in each instructional group. Give the parents time to complete the post-test and then self-correct it. Explain to the parents, without actually notching their Pupil Profile Cards, how and why they

would or would not be notched.

Materials: Posttest for each skill taught in the instructional groups.

Time: 20 minutes.

ACTIVITY 5. Questions and Answers

Objective: To review and summarize the previous activities and to answer any questions and concerns raised by the parents.

Procedure:

Bring the parents back into a large group. Briefly summarize the evening's activities. Ask for questions and concerns. It may be helpful to have staff members representing several different age levels of students on hand to respond to the questions.

Materials: None

Time: Undetermined. The simformation should last about 90 minutes plus the time for questions and answers at the end.

V

EVALUATING THE SIMFORMATION

The purpose of the post-simformation is to assess the parents on their knowledge of the Design, their confidence in the program, and their understanding of the role of the parent both at home and as a potential assistant for the unit teacher in school. Again it is suggested that the interview be conducted on a one-to-one basis either in the school or in the parents' home. The interview should take place as soon after the simformation as possible; all parents who attended the simformation should be interviewed.

The interview questions should be focused enough to provide specific data, yet allow parents to comment generally. The following are a suggested set of questions which should serve as a guide:

The following eight questions concern the parents' knowledge of the program. Particular emphasis should be placed on the value of the Design. "Wrong" answers should be viewed as areas needing clarification. The interviewer should respond to an incorrect response with an explanation.

1. All children in the WDRSD learn the same skills at the same time.

   Yes No

2. During three full months of school my child is likely to have more than one reading teacher.

   Yes No

3. My child uses the same book every day for reading class.

Yes No

4. The "Pupil Profile Card" is notched after every lesson.

Yes No

5. My child is tested both before and after skill instruction.

Yes No

6. My child always has reading instruction in a small group.

Yes No

7. My child has to score 100% on a skill test before he moves on to the next skill.

Yes No

8. All the teachers in the unit periodically meet as a group and discuss my child's progress.

Yes No

The parent is then asked to respond to these five questions according to the scale and asked to comment after each response.

1. The job of teaching children to read is one for the home as well as the school.

Strongly Disagree Disagree Undecided Agree Strongly Agree

COMMENTS:

2. Children who get help from parents at home tend to become better readers.

Strongly Disagree Disagree Undecided Agree Strongly Agree

COMMENTS:

3. There is very little a parent can do at home to help a child acquire reading skills.

Strongly Disagree Disagree Undecided Agree Strongly Agree

COMMENTS:

4. The teaching of reading is the job of teachers and if a child has difficulty it is the teacher's fault.

Strongly Disagree Disagree Undecided Agree Strongly Agree

COMMENTS:

5. I would be willing to spend at least one hour a week as a unit aide in the WDRSD program.

Yes Maybe No

COMMENTS:

APPENDIX A

PRIMER FOR PARENTS*

*Reprinted by permission of the Publisher

A SPECIAL PREPRIMER

Illustrations by Gordon Morrison

⋄∪⊕+⅂∪ (Wizard) ⊗∨⩓⊗⊥ (Elves) ⊓⋕⋕⊐⊥ (Books)

+⅂⊗ (Are) YOU IN +VV (all) ∧⊏⊗⊥⊗ (these) ⊓⌯⌯⊐⊥?
YOU +⅂⊗ ⊓⊸⊥2(busy) ⊗V∧⊗⊥.

WE +⅂⊗ ⊓⊸⊥2 ⊗V∧⊗⊥!
WE +⅂⊗ IN +VV ∧⊏⊗⊥⊗ ⊓⌯⌯⊐⊥.

⊔⋕ (Do) YOU ⋎⊔⊐⊗ (like) +⋁⋁ ∧⊏⊗⊥⊗ ⊓⋕⋕⊐⊥?
⊔⋕ YOU ⋎⊔⊐⊗ ⊓⊗⊔ꝺ⋔ (being) IN ∧⊏⊗ʔ (them) +⋁⋁?

I ⊔⋕I I ⊔⋕I I ⊔⋕I
WE +⋁⋁ ⋎⊔⊐⊗ ⊓⊗⊔ꝺ⋔ IN ∧⊏⊗ʔ.

I +ᐡ(am) NOT VUᑐ⊗ THE ⇞Λᑕ⊗ᒣ (other) ⊗VᗑO⊗⊥.
I ⊔⇞ᔑ'Λ(don't) VUᑐ⊗ ᑎ⊗U⍀M IN ΛᑕO⊥⊗ ᑎ⇞⇞ᑐ⊥.

YOU ⊔⇞ᔑ'Λ VUᑐ⊗ ᑎ⊗U⍀M IN ΛᑕO⊥⊗ ᑎ⇞⇞ᑐ⊥?
⇜ᑕᔭ(Why) NOT?

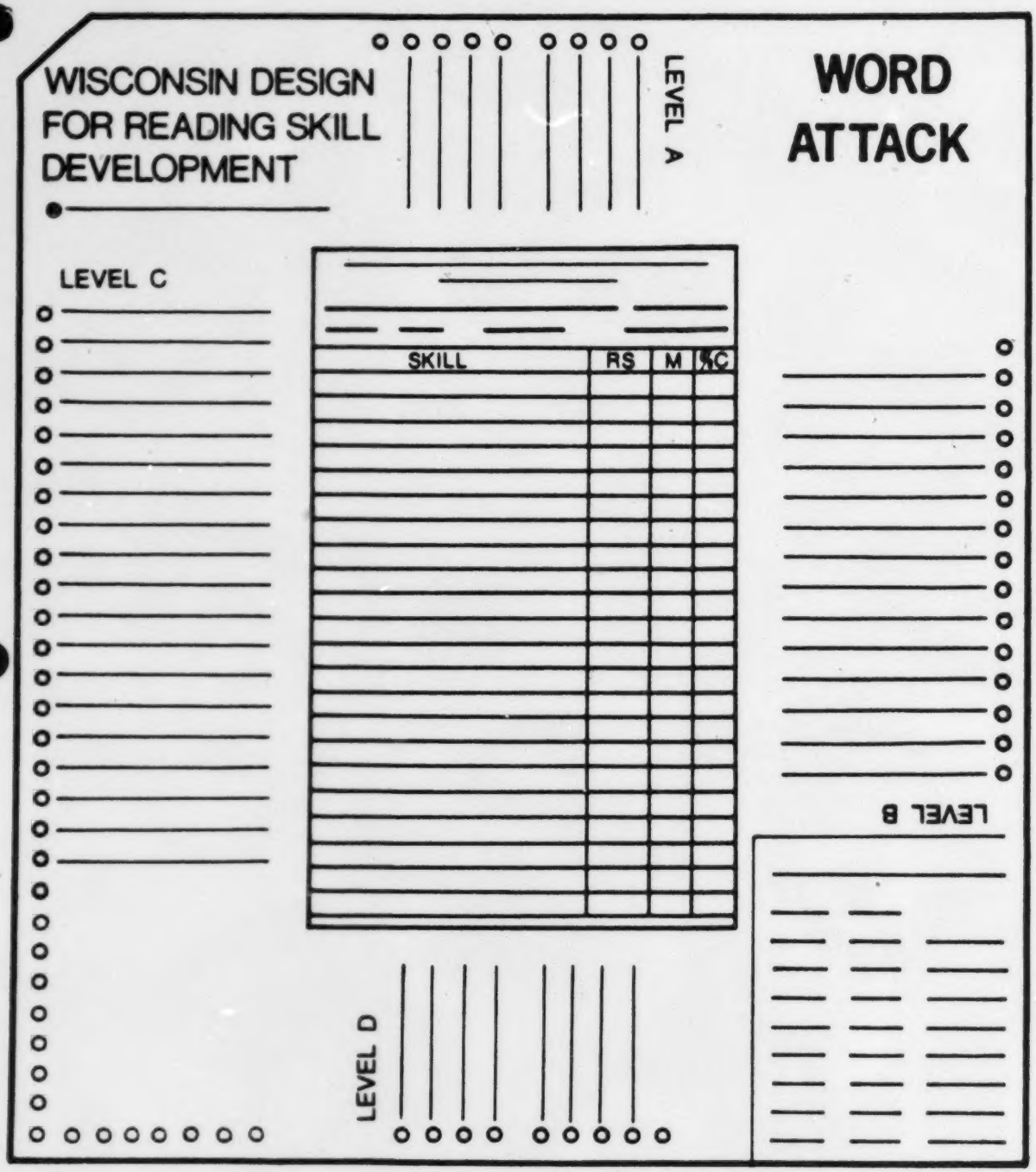
I +ᛇ THE ᛖU+ᛃᚢ(giant) IN +VV THE ᚱ**ᚲᚻ.
ᚱ→ᚢ(But) I ᒪ*ᛃ'ᚢ VUᒐ⊗ ᚱ⊗Uᛃᛖ A ᛖU+ᛃᚢ.

◇ᒪᔑ? ᒪ*ᛃ'ᚢ YOU VUᒐ⊗ ᛖU+ᛃᚢ⊥?

ᐃ ᐅᑐᓐ ᒪᑌᔪᕐᕕᑐ.
ᑌᓄᐅ ᐃ ᑌᔭᕐᓂ ᐅᑐᓐ ᑎᕕᐅᕕᑎᐃ

APPENDIX B

PUPIL PROFILE CARD


WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT
WORD ATTACK
LEVEL A
LEVEL C
SKILL
RS
M
SC
LEVEL B
LEVEL D

APPENDIX C

PRETEST AND ANSWER KEY FOR SKILL 9

GPO 809-898-4

Test 9

Compound Words

Example	Ⓐ looking Ⓑ downtown Ⓒ funny

1. Ⓐ mailman
   Ⓑ away
   Ⓒ women

2. Ⓐ elephant
   Ⓑ always
   Ⓒ bedroom

3. Ⓐ bandage
   Ⓑ beginning
   Ⓒ blindfold

4. Ⓐ inside
   Ⓑ yellow
   Ⓒ rabbit

5. Ⓐ doorbell
   Ⓑ island
   Ⓒ started

6. Ⓐ also
   Ⓑ into
   Ⓒ building

7. Ⓐ around
   Ⓑ anything
   Ⓒ engine

8. Ⓐ message
   Ⓑ because
   Ⓒ fingernail

9. Ⓐ driveway
   Ⓑ colorful
   Ⓒ father

10. Ⓐ airport
    Ⓑ cotton
    Ⓒ orbit

11. Ⓐ balloon
    Ⓑ cardboard
    Ⓒ feather

12. Ⓐ yourself
    Ⓑ bottom
    Ⓒ woman

13. Ⓐ pillow
    Ⓑ fearless
    Ⓒ classroom

14. Ⓐ alike
    Ⓑ flagpole
    Ⓒ useless

15. Ⓐ between
    Ⓑ bathing
    Ⓒ bathroom

16. Ⓐ summer
    Ⓑ sunshine
    Ⓒ surprise

17. Ⓐ yellow
    Ⓑ package
    Ⓒ somebody

STOP

Test 3—Beginning Consonant Sounds

1. 1	11. yes
2. 3	12. no
3. 4	13. yes
4. 2	14. no
5. 3	15. yes
6. 1	16. yes
7. 4	17. no
8. 2	18. no
9. 2	19. yes
10. 4	20. no

Test 4—Ending Consonant Sounds

1. 3	11. yes
2. 2	12. yes
3. 2	13. no
4. 4	14. no
5. 1	15. no
6. 4	16. yes
7. 3	17. yes
8. 1	18. yes
9. 2	19. no
10. 4	20. yes

Test 5—Consonant Blends

1. 4	11. 3
2. 1	12. 2
3. 3	13. 3
4. 4	14. 2
5. 3	15. 3
6. 4	16. 1
7. 1	17. 1
8. 2	18. 4
9. 2	19. 2
10. 1	20. 4

Test 6—Rhyming Elements

1. C	11. D
2. B	12. B
3. B	13. A
4. A	14. C
5. C	15. D
6. D	16. A
7. C	17. C
8. A	18. A
9. B	19. D
10. D	20. B

Scoring Key

Forms P and Q

Test 7—Short Vowels

1. a	9. a
2. i	10. u
3. e	11. o
4. a	12. i
5. i	13. u
6. o	14. e
7. u	15. o
8. e	

Test 8—Consonant Digraphs

1. 4	10. 2
2. 1	11. 2
3. 4	12. 2
4. 1	13. 1
5. 3	14. 3
6. 1	15. 4
7. 4	16. 3
8. 1	17. 3
9. 2	

Test 9—Compound Words

1. A	10. A
2. C	11. B
3. C	12. A
4. A	13. C
5. A	14. B
6. B	15. C
7. B	16. B
8. C	17. C
9. A	

Test 10—Contractions

1. A	9. D
2. D	10. B
3. B	11. B
4. C	12. D
5. C	13. C
6. C	14. A
7. A	15. D
8. B	

Test 11—Base Words and Endings

1. B	7. C
2. B	8. A
3. C	9. C
4. A	10. B
5. A	11. A
6. C	12. B

Test 12—Plurals

1. one	7. more
2. more	8. one
3. one	9. more
4. more	10. one
5. more	11. one
6. one	12. one

Test 13—Possessives

1. A	11. B
2. B	12. A
3. C	13. C
4. C	14. A
5. B	15. B
6. A	16. C
7. C	17. A
8. A	18. C
9. C	19. B
10. B	20. A

APPENDIX D

NOTCHING PATTERNS FOR THE PUPIL PROFILE CARDS

Profile Card	Skills Notched Level B
Martin	1-3, 5-7, 9-11
McKinley	1-3, 5-7, 9-11
Adams	1-3, 5-7, 9-11
Kennedy	1-3, 5-7, 9-11
Taylor	1-3, 5-7, 9-11
Scott	1, 2, 3, 5, 6, 8, 10, 11, 13
Hughes	1, 2, 3, 5, 6, 8, 10, 11, 13
Wick	1, 2, 3, 5, 6, 8, 10, 11, 13
Hirsch	1-8, 10-13
Bell	1-8, 10-13
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